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COLLEGE AIMS PAST AND PRESENT.—“...The salient finding of this comparison of older conceptions of college purposes with those current more recently seems to be that, both formerly and now, the institution under consideration has been regarded primarily as the place of liberal training; *i. e.*, the place where general rather than special training shall be given. Although in the more recent period the occupational and pre-professional objectives have gained some ground, the stronghold of this predominant opinion is relatively far from taken. At the same time the conceptions of the *character* of this liberal education have undergone extended modification. Whereas formerly the liberal training contended for was largely disciplinary in nature, it has in the intervening half-century taken on a social emphasis, an emphasis demanding the recognition of civic and social responsibilities, including those of leadership and the interests of the family unit. Additional purposes receiving more frequent recognition in the modern period are the development of scholarly interest and ambition, selection, guidance and exploration and coordination for the student of the fields of learning. . .

“...In the light of the facts just illustrated touching the historic shift of materials from the college to the secondary-school curriculum, the consequent advancing age of the college entrant, the extension of the periods of professional training and the present opportunities for specialization during the last two years of most of our colleges of liberal arts, may it not be that, for the bulk of those of our population who will seek the advantages of higher education, we are attempting to go too far into maturity with our period of non-occupational training? Perhaps we shall always have need for places where extended liberal training for a few may be obtained, but in a democracy in which both leaders and followers must be trained—non-dictating leaders of intelligently co-operating followers—and where the rising tide of popular education is coming rapidly to flood at least the first two years of education beyond the high school, is it not possible that the junior-college plan or some adaptation of it comports well with our needs?”

L. V. KOOS AND C. C. CRAWFORD, in *School and Society*.

THE PRODUCT OF OUR SCHOOLS AND COLLEGES.—“The standards by which we judge the character and extent of the education of an individual differ from generation to generation. What are the tests which we should apply today? How can we distinguish an educated from an uneducated man? . .